ABSTRACT
                 This inservice teacher education packet discusses
professional development. Six sections examine: (1) "What is Professional
Development?"; (2) "How is Professional Development Changing?"; (3) "Why Does
Professional Development Need to Change?"; (4) "How Does Professional
Development Need to Change?"; (5) "How are Professional Development
Activities Evaluated?"; and (6) "How Can the New Knowledge about Professional
Development be Applied to the Local School?" Following implementation
suggestions, an overview gives the trainer a quick overview of the entire
packet. The overview is laid out in a matrix that describes the number of
each activity, the time needed to carry out all of the activities in each
section, the purposes of each section, and the contents of each section. Each
activity direction sheet is formatted in the same way, with the activity
number and name at the top of the sheet and a matrix that offers: the time
necessary to carry out the activity, the purpose of the activity, the setting
for the activity, and materials needed. The remainder of each activity
direction sheet is divided into two columns. The left side of the page lists
actions which the trainer should take to carry out the activity and necessary
materials. On the right side of the page, the trainer is given a more
complete explanation of how to carry out the activity. Handouts and
transparencies are included. (SM)

Professional Development

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

NCHELPS

North Carolina Helping
Education in Low-Performing Schools

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Implementation Suggestions

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Implementation Suggestions

What skill level does a trainer need to deliver this skill packet?

Trainers delivering this skill packet, *Professional Development for School Improvement*, need moderate to high trainer skills. Some of the activities require the ability to read a group and adapt activities based on the group's reactions to an activity. Other activities require trainers to be comfortable with processing (i.e., synthesizing, analyzing) the outcomes with participants.

How can a trainer prepare to deliver this skill packet?

To prepare to deliver this skill packet, a trainer should read and become thoroughly familiar with any materials participants are expected to read as part of activities and the documents listed in the bibliography at the end of the skill packet.

Additionally, the trainer should review any activities being used in the skill packet to make sure that s/he is thoroughly familiar with the "flow" of the parts of the activity and comfortable with leading participants through the activity.

Next, a trainer should prepare handouts and transparencies to be used in the skill packet.

Finally, a trainer should prepare the training room, taking care to provide participants with as many creature comforts as possible.

What tips are there for working with adults?

The following statements about adults as learners are taken from the article by Fred H. Wood and Steven R. Thompson, "Assumptions about Staff Development Based on Research and Best Practice."

Adult Learner Characteristics	Staff Development Implications
Adults will commit to learning when the goals and objectives are considered realistic and important to them.	Staff Development should address areas that educators believe are important and have immediate application in the "real world."
Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.	Staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.
Adult learning is ego involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self.	Staff development should be structured to provide support from peers and reduce the fear of judgment during learning.
Adults need to see the results of their efforts and have feedback on how well they are doing.	Staff development should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.
Adults are much more concrete in the way they operate than formerly thought.	Educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.
Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation.	Staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.
Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies.	Staff development must accommodate this diversity in terms of needs, knowledge, readiness to learn, etc.
Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence.	Staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.
Because the transfer of learning is not automatic for adults, it must be planned for and facilitated.	Coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

What are some training tips?

- Select the most comfortable site for training with comfortable chairs, tables, good lighting, adjustable heat or air conditioning, adjacent rest rooms, etc.
- Use the best audio-visual equipment that is available.
- Have music available to use before the session, during breaks, at lunch, etc.
- Have a roll sheet for participants to sign in each day.
- Have participants make name tags.
- Have individually wrapped pieces of candy on each table for snacking.
- Place materials in folders.
- Have as many activities as possible posted on walls prior to the start of the session in which they will be used.
- Have a bell or "popper" to use as a signal during activities.
- Have supplementary materials on display for review by participants.
- Have extra materials and business cards available for participants to take as they wish.
- Start each new session with a warm up activity.
- Start on time; finish on time; take breaks as indicated.
- Keep pace appropriate to activities. Do not pressure, but do not lag.

- Keep atmosphere friendly, helpful, open, and humorous.
- Re-group table groups occasionally so that participants meet new people.
- Do energizers from time to time as energy lags—just before lunch, after lunch, in the afternoon after a day-long session. For example, dance the "hokey-pokey"; do sit-down exercises; do deep breathing exercises.
- Observe constantly to gauge the level of participants' involvement. Try to involve everyone in discussion by having various tasks for table group participants to perform (e.g., reporter, recorder, time keeper facilitator).

How should this skill packet be delivered?

For an in-depth coverage of the information in this skill packet, trainers should deliver the activities in brief sessions spread out over a span of time (e.g., several weeks or months).

Also, warm-up activities, supplemental activities, and homework assignments can be added to enrich the basic content of the packet.

Participants may determine that some of the topics covered in the skill packet deserve further study. In their study, they may want to use some of the following types of activities:

- journal clubs,

- study groups,

- structured classroom observations with debriefing sessions,

- structured visitations with debriefing sessions,

- workshops with application in the classroom, and

- development of pacing guides, instructional materials, or curriculum guides.

In summary, for the best effect, the activities in this skill packet should be spread over time with provision for reflection, application, and synthesis built into the delivery schedule.

How should the training room be set up?

The training room should be set up so that all participants are as comfortable as possible and can see and hear everything that they need to participate in the activities. The trainer needs a table for activity sheets, transparencies, materials, and equipment; a refreshment table; a materials display table; and a small table set up near the entrance for agendas, name tags, and roll sheets.

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Organization of Materials

Organization of Materials

How are the materials in the skill packet organized?

The activities in the entire skill packet are described in a Packet Overview. Then the activities in this skill packet are arranged sequentially and described on individual activity direction sheets.

How is the Packet Overview to be used?

The Packet Overview gives a trainer a **quick overview** of the entire skill packet. The Packet Overview is laid out in a matrix similar to the one at the top of each activity direction sheet. In this way, a trainer has a ready-reference to the entire skill package:

- the number of each activity,

- the time needed to carry out all of the activities in each section,

- the purposes of each section, and

- the content of each section.

How are the activity direction sheets formatted?

Each activity direction sheet is formatted the same way. Centered at the top of the page, the activity number and name are listed. Following the activity number and name is a matrix giving

- the time necessary to carry out the activity,

- the purpose(s) of the activity,

- the setting for the activity (e.g., individual, small group, triads), and

- the materials and equipment needed for the activity.

The remainder of each activity direction sheet is divided into two columns. On the **left side of the page** in bold letters are listed the actions which the trainer should do to carry out the activity. Also listed on the left side are the equipment and materials as they are needed **sequentially** in the activity. On the **right side of the page**, the trainer is given a more complete explanation as to how the activity is to be carried out.

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Packet Overview: Professional Development*

SECTION	TIME	PURPOSE	CONTENT
I	45 minutes	To define professional development	Opinions about staff development Assumptions about staff development Definition of staff development History of staff development
II	1 hour	To explain how professional development is changing	Best and worst staff development experiences Paradigm shift in staff development
III	45 minutes	To explain why professional development needs to change	Three types of staff development standards Rationale for changes in staff development—improved student outcomes
IV	9 hours	To describe strategies to improve the delivery of professional development	Rationale for improving the delivery of staff development NSDC's National Staff Development Standards 3-I Phases of School Improvement Five models of staff development RPTIM model of staff development Transfer of learning
V	1 hour	To describe strategies to evaluate professional development	Rationale for evaluation of staff development Types of evaluations
VI	1 hour	To apply new knowledge about professional development to local school	Action plan of selected staff development activities

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* The terms "professional development" and "staff development" are used interchangeably in this packet.

OUTCOMES

At the end of this skill packet, participants will be able

- To define professional development

- To explain how professional development is changing

- To explain why professional development needs to change

- To describe strategies to improve the delivery of professional development

- To describe strategies to evaluate professional development

- To apply new knowledge about professional development to local school

Section I: What is professional development?

Section I: Activity 1

TIME	PURPOSE	SETTING	MATERIALS
20 minutes	To discuss assumptions about staff development	Whole group Table groups	Handout: Rate Your Opinions About Staff Development Transparency: same Overhead projector

Prior reading

All participants are to have thoroughly read the following three articles before the sessions: *Assumptions About Staff Development Based on Research and Best Practice, A Paradigm Shift in Staff Development,* and *Exploring the Relationship Between Staff Development and Improvements in Student Learning.*

Describe activity

Tell participants that we are going to survey their opinions on staff development.

Conduct Survey

Ask participants to complete opinion survey and then discuss at their tables.

Handout
Rate Your Opinions
About Staff Development

Point out that the statements are the eleven (11) assumptions about staff development taken from Fred Woods article, *Assumptions About Staff Development Based on Research and Best Practice.*

Overhead projector

Ask participants to mark each statement along the following continuum:

Transparency
Rate Your Opinions
About Staff Development

SD = Strongly Disagree; **D** = Disagree; **U** = Uncertain; **SA** = Strongly Agree; and **A** = Agree.
Tell participants that we will discuss the results after every table has completed the activity.

After all participants have rated the eleven items on their pages at their seats, and all tables have had an opportunity to discuss their answers, use a transparency and overhead of *Rate Your Opinions...* to tally responses from the front of the room. A copy of the opinion survey may be made on a transparency designed for copying.

Monitor	Monitor the participants until everyone has finished responding to all eleven survey items.
Process activity	Using raised hands, count and tally on the transparency of the opinion survey. Discuss participants responses and facilitate large group discussion, especially any **Agree** or **Strongly Agree** responses. Tell them that all answers are either Disagree or Strongly Disagree Summarize by pointing out that our state has a long way to go to move everyone's opinions into the **Disagree** column on the continuum.
Answer questions	Answer any questions that participants have about the activity.

Section 1—Activity 1

RATE YOUR OPINIONS ABOUT STAFF DEVELOPMENT

Mark your reaction to each of the eleven statements below using **SD = Strongly Disagree, D = Disagree,**
U = Uncertain, A = Agree or **SA = Strongly Agree**. Allow adequate time for all at your table to finish and
then discuss your choices. We will tally the entire room shortly.

	SD	D	U	A	SA
1. Teachers are the people who need to improve their performance.					
2. Inservice programs should respond to the immediate needs and interests of the district. No changes should require more than a year to implement.					
3. Staff development should be done at a very moderate cost. More funds should be spent on buildings, textbooks and computers.					
4. Inservice should be focused primarily on district-wide goals. All schools have common goals that should be paramount.					
5. Two or three inservice days per year are sufficient to improve instructional practice. Educational reform cannot take time away from the daily business of running a school.					
6. Inservice training occurs after one has mastered ones job. Activities such as teaching, team planning, school improvement or peer observation are not staff development.					
7. Inspirational, charismatic speakers who can motivate teachers about new ideas, programs or procedures are the key to good inservice.					
8. Teachers are eager to implement new learning from inservice in their classrooms					
9. Intense concentrated listening is the best way teachers learn in inservice sessions.					
10. Properly done staff development places responsibility for learning and change on the administrator's shoulders.					
11. You cannot be a prophet in your own backyard has proven to be true. Outside consultants should be hired whenever possible and peer instructors should be avoided.					

Section I: Activity 2

TIME	PURPOSE	SETTING	MATERIALS
25 minutes	To establish a complete definition of staff development based on current research	Table groups Whole group	Videotape: Lecture by Hirsch VCR/Monitor Handouts: Introduction Hirsch Handout/Transparency: Staff Development Transparency pen

*Cue video to counter number 0:00:44 prior to activity.

Describe activity

Ask groups to work at tables on one definition of staff development using their opinion surveys and any insights they gained from that experience. Allow ten minutes for this work.

Ask for examples to be shared with large group.

Introduce Hirsch

Handout
Introduction—Hirsh

Use handout, *Introduction—Hirsh*, to acquaint participants with Stephanie Hirsch and her role in the development of the National Staff Development Standards.

View the video
"School Improvement through Staff Development"

Tell participants that the video we are using contains portions of a presentation that Stephanie Hirsch made on October 25, 1995, for the Superintendents Executive Program Update at the Principals Executive Program, UNC-CH.

In this portion of the video, Hirsch gives the five basic elements of staff development that have evolved over the recent years.

Handout
Staff Development

Distribute handout, Staff Development, which contains the visual used in this segment of the video.

Videotape
Part I: The History of Staff Development

Play eight (8) minutes of video, *Part I: The History of Staff Development.*

Stop video when **Stop Tape** appears and section is complete.

VCR/Monitor

Summarize   Ask group to compare their definitions with the five basic elements of staff development defined in the video. Briefly summarize the five points by referring to the handout. Explain that this is the expanded definition of staff development that will underlie the rest of these sessions.

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Staff Development

Clear Expectations
- Policy
- Budget
- Job Descriptions

Strategic planning
- Beliefs/Values
- Mission
- Measurable Objectives
- 3-5 Years

Skills Training
- District/School Goals
- Ongoing
- Released Time
- Coaching
- Supportive Principals

Awareness/Exploration
- National Experts
- Staff Led

School Improvement
- Collaboratively Planned
- Systemic
- Data Driven
- Outcome Oriented
- 3-5 Years

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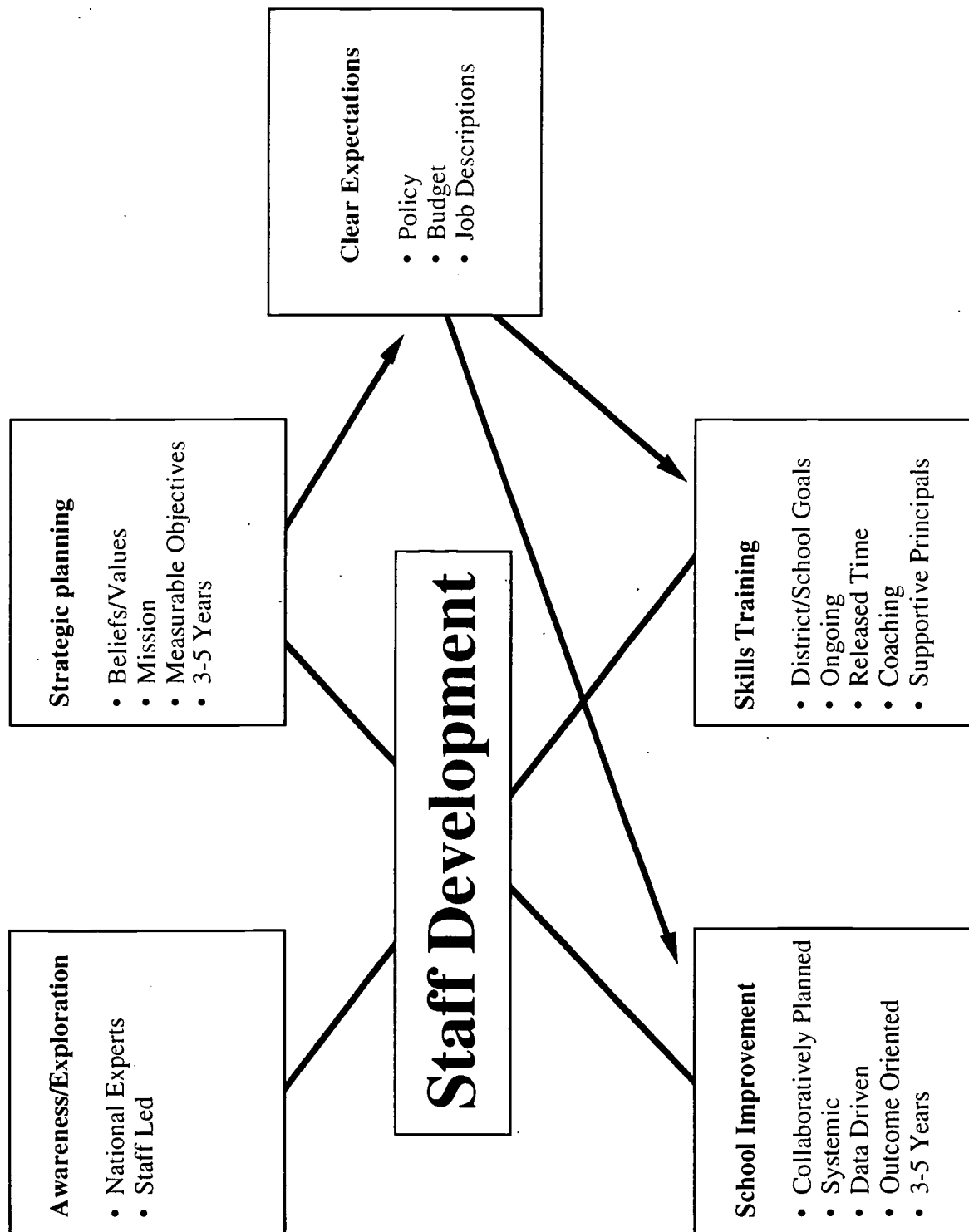
Stephanie Hirsh

...is the Associate Executive Director of the National Staff Development Council. Her role in serving the Council involves working with more than 30 state and provincial affiliates, leading the marketing efforts, facilitating the Council's strategic plan, managing the custom-designed services offerings, facilitating the annual conference program, making presentations on behalf of the Council, and serving as Editor of the Council's newest publication, the *School Team Innovator*.

Prior to her position with the Council, Stephanie completed 15 Years of district and school-based leadership positions including: teacher, intern assistant principal, university teacher, consulting teacher for free enterprise, staff development consultant, and program and staff development director. She has delivered workshops and keynote addresses across North America on the topics of staff development, change, and school improvement.

Stephanie has co-authored two books published by NSDC: *The School Improvement Planning Manual* and *Keys to Successful Meetings*. She has written articles that have appeared in *Educational Leadership*, *Phi Delta Kappan*, *The Record*, and the *Journal of Staff Development*.

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Section II: How is professional development changing?

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SECTION II: ACTIVITY 3

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	To prepare to discuss a paradigm shift in staff development	Pairs Groups of four Whole group	Two newsprint pads on stands Markers

Describe activity
Tell group that they are going to review personal experiences in staff development.

Personal lists
Ask each person to create a list of personal best and worst experiences in staff development.
Allow a few minutes for this activity.

Discuss in dyads
Ask group to stand up and each find a partner who is not seated at their table. Share lists and experiences with partner.

Discuss in fours
Ask each dyad to join another dyad to form groups of four. Share in fours.

Ask foursomes to sit together and briefly share with entire group some of their best and worst experiences.

Group lists

Newsprint on
Stands

As participants relate their experiences, make two lists at front of room on two newsprint pads, one labeled **Best** and one labeled **Worst**.
Tell group that now we are ready to discover if we can see any shifts in staff development paradigms in our own experiences.

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Section II: Activity 4

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	To discuss the paradigm shift in staff development	Whole group	Handouts: Paradigm and From->To

Describe activity

Tell group we are looking for examples of staff development done according to two different paradigms.

Present mini-Lecture

Handouts
Paradigm
From->To

Using handouts, *Paradigm* and *From->To*, tell group about the shifts that have occurred in staff development during the years that Hirsch described in her video presentation.

Ask for questions and facilitate discussion around these concepts: what a paradigm is and how a shift has occurred in staff development.

Code lists

Ask whole group to look at two lists at front of room of **Best** and **Worst** staff development experiences.

Ask them to code each of these listed experiences using **OP** = old paradigm or **NP** = new paradigm. Use marker to indicate beside each listed event their choice of code.

Process Activity

Allow time for participants to explain their choices and facilitate discussion among whole group regarding appropriateness of their codes.

Ask group if, in their opinion, there has been a paradigm shift in staff development during their work experience. Be prepared to offer your own opinion during this discussion.

Summarize

State that these lists of experiences point to shifts that have occurred in staff development since they began their careers. Add that the changes have not necessarily occurred in a straight line; that is, one may have experienced a new paradigm event fifteen years ago and an old paradigm event last month.

However, it can be said that there have been broad changes in how staff development was most often done in 1978, for example, compared to how it is most often done today.

Answer questions

Answer any questions and process concerns of group.

A Model; A Way Of Perceiving The World; The Values And Assumptions That Help Us Frame The Way We View Something

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Section II: Activity 4
Handout: From → To
A Paradigm Shift in Staff Development

FROM		TO
Individual Development	→	Individual Development and Organizational Development
Fragmented, piecemeal improvement efforts	→	Staff Development driven by a clear, coherent strategic plan for the school district, each school, and for the areas in the central office that serve schools
District-focused approaches to Staff Development	→	School-focused approaches to Staff Development
Focus on adult needs	→	Focus on student needs and learning outcomes
Training attended away from the job as the primary delivery system for staff development	→	Multiple forms of job-embedded learning as the primary delivery system for staff development
The transmission of knowledge and skills to teachers by "experts"	→	Study by teachers of the teaching and learning processes
Focus on generic instructional skills	→	A combination of generic and content-specific skills
Staff developers who function primarily as trainers	→	Staff developers who provide consultation, planning, and facilitation services, as well as training
Staff Development provided by one of two areas in the central office	→	Staff Development as a critical function and major responsibility performed by all administrators and teacher leaders
Teachers as the primary recipients of staff development	→	Continuous improvement in performance for everyone who affects student learning
Staff Development as a "frill" that can be cut during difficult financial times	→	Staff Development as an essential and indispensable process without which schools cannot prepare young people for citizenship and productive employment

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Section III: Why does professional development need to change?

Section III: Activity 5

TIME	PURPOSE	SETTING	MATERIALS
45 minutes	To review the three staff development standards To tie staff development change to student achievement	Pairs Whole group	Videotape: Lecture by Hirsch VCR/Monitor Handouts: Highlights from Research... Transparencies: Context = Culture, Answers to Activity, Not All Content..., Training Without..., Place a Good Person.... Handout/Transparency: Guskey's Model

*Cue video to counter number 0:13:00 prior to activity.

View video

VCR/Monitor
Videotape
Part III: Three Kinds of Staff Development

Tell participants that in this portion of the video Stephanie Hirsch reviews the three kinds of staff development standards—context, process, and content.

Play four and half (4:30) minutes of video, *Part III: Three Kinds of Staff Development.*

Stop video when **Stop Tape** appears and section is complete.

Do activity on types of standards

Overhead
Transparency
Context = Culture

Ask participants to get in pairs and complete handout, Highlights from Research on Staff Development for Effective Teaching, with their partner.

Review the directions: Read each research highlight. Decide if it represents a **context, process**, or **content** staff development standard. (Put Transparency, *Context = Culture*, on overhead for participants reference during activity.)

**Monitor**

Check participants to see when they have completed activity.

Process
Overhead
Transparency
Answers to Activity Sheet

Using Transparency, *Answers to Activity Sheet*, show answers and debrief. Answer any questions.

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*Cue video to counter number 0:17:26 prior to activity.

View video Videotape *Part IV: The Three Types of Standards (Three Quotes to Remember)* VCR/Monitor	Tell participants that in this portion of the video, Hirsch reviews three quotes that will help us remember the three kinds of staff development standards. Play three minutes and 46 seconds (3:46) of video, *Part IV: The Three Types of Standards (Three Quotes to Remember)*. Stop video when **Stop Tape** appears and section is complete.
Review three concepts Transparencies Three Quotes (1, 2 & 3) Overhead	Display three quotes by using Transparencies with the statements listed below and answer participants questions about the three types of staff development standards: • Not all content is created equal. • Training without follow-up is malpractice. • Place a good person in a bad system and the system will win every time.
Present mini-lecture Handout *Staff Development and Improvements in Student Learning* Transparency Guskey's Model	Using handout and transparency of Guskey's model, *Staff Development and Improvements in Student Learning*, walk though diagram ending with improved student learning outcomes as the goal of all staff development done in schools.
Summarize	Briefly summarize points made by Hirsch: the five element definition of staff development and the necessity of content, process and context to be considered while planning, delivering and following-up. State that the new paradigm requires that the ultimate goal of all staff development is improved outcomes for students.
Answer questions	Answer any questions that participants have about concepts presented.

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Section III: Activity 5
Handout: Highlights from Research . . .

Directions: Below are listed eight (8) highlights from the research on staff development for effective teaching. Read each highlight and decide if it represents a **context (CX)** staff development standard, a **process (P)** standard, or a **content (CN)** standard.

_____1. Conduct training sessions (more than one) two or three weeks apart.

_____2. Select content that has been verified by research to improve student achievement.

_____3. Between workshops, encourage teachers to visit each others' classroom, preferably with a simple, objective, student-centered observation instrument. Provide opportunities for discussion of the observation.

_____4. Create a culture of acceptance by involving teachers in decision making and providing both logistical and psychological administrative support.

_____5. Include presentation, demonstration, practice, and feedback as workshop activities.

_____6. Involve all stake-holders (e.g., teachers, administrators, parents, community leaders, school staff, students) in the selection of improvement goals that guide staff development.

_____7. Provide appropriate resources for personnel development for improved practice through new funding or reallocation.

_____8. During training sessions, provide opportunities for small-group discussions of the application of new practices and sharing of ideas and concerns about effective instruction.

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Context = Culture

Process = "How"

Content = Knowledge And Skills

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1. **P**   **PROCESS**

2. **CN**   **CONTENT**

3. **P**   **PROCESS**

4. **CX**   **CONTEXT**

5. **P**   **PROCESS**

6. **CX**   **CONTEXT**

7. **CX**   **CONTEXT**

8. **P**   **PROCESS**

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Not All Content Is Created Equal.

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Training Without Follow-Up Is Malpractice.

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Place A Good Person In A Bad System And The System Will Win Every Time.

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Section III: Activity 5
Handout/Transparency: Guskey's Model
Staff Development and Improvements in Student Learning
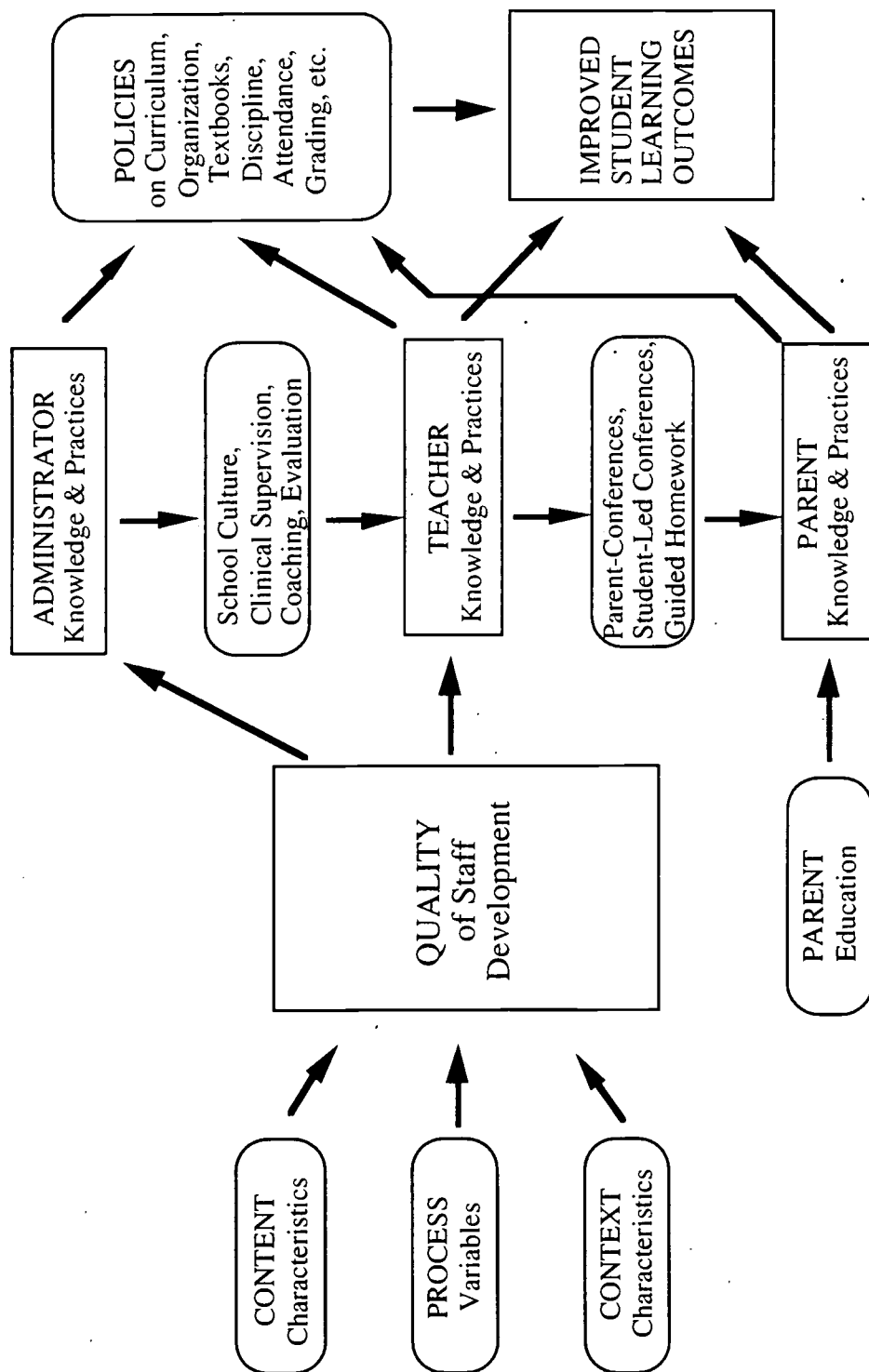
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Section IV: How does professional development need to change?

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Section IV: Activity 6

TIME	PURPOSE	SETTING	MATERIALS
15 minutes	• To review Sections I-III • To examine to need to change staff development	Whole Group	Trainer Notes

Summarize Sections I-III

Summarize for participants the content of Sections I-III:

Section I: What is staff development?

Section II: How is staff development changing?

Section III: Why does staff development need to change?

Remind them that through their readings and activities, they came to understand the reasons that staff development as it is currently practiced in North Carolina must change to be more effective and to meet the needs of today's educators.

Introduce the question to be answered in Section IV

Trainer Notes

Tell participants that in Section IV they will examine the question, **"How does staff development need to change"?**

Using Trainer Notes, present a mini-lecture on the need to conduct staff development in a more comprehensive, systematic way.

Describe models for change

Tell participants to help change staff development, they are going to study the following materials or models:

•   The National Staff Development Standards—Elementary, Middle School, or High School Edition;

•. The 3-I Phases of School Improvement;

•   Five Models of Staff Development;

•   The RPTIM planning model; and

•   Transfer for knowledge and skill development.

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Section IV: Activity 6
Trainer Notes

Paradigm Shift

"The only way we are gong to get from where we are to where we want to be [in school improvement and student achievement] is through staff development. When you talk about school improvement, you're talking about people improvement. That's the only way to improve schools unless you mean painting the buildings and fixing the floors. But when we talk about excellence or improvement or progress, we're really talking about the people who make up the building."[1]

Many people have the concept of staff development as a one-to-two hour workshop that takes place after school or on an early release day, and that is the end of it. Recent research clearly demonstrates that staff development is and should be so much more. In North Carolina, the paradigm is beginning to shift.

Research on Effective Staff Development

The demand for reform in public education is linked with mounting research on the ineffectiveness of past professional development efforts and the need for long-term, on-the-job coaching. These two forces combine to create a climate that transfers the responsibility for the delivery of professional development from the state or regional level to a local district or school. In addition, while there will always be a place for dissemination of research findings and best practices, the focus of professional development will switch from a concentration on information dissemination to skill building, change of work behaviors, and maintenance of those skills and behaviors. The traditional two-hour, isolated "dog and pony show" cannot support or bring about education reform.

Staff Development Activities

With these tenets in place, professional development activities can no longer be considered time-fillers led by outside experts and occuring during the workdays for one or two hours at a time. A strong, progressive professional development program will include a variety of learning opportunities for all educators: curriculum development, program design, school improvement activities, professional readings, study groups, case studies, on-line discussion groups, audio-seminars, self-studies, visitations, peer coaching, mentorships, and action research.

Each of these activities engages educators in meaningful and experiential opportunities for learning to occur in the appropriate context, through the appropriate processes, and in the necessary content areas.

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[1] Richard P. DuFour, The Principal as Staff Developer.

"Every employee at Saturn is expected to spend at least 92 hours a year in training—about five percent of their total work hours. If it takes 600 courses and 92 hours a year to make a better automobile, it will take that and more to make better schools."[2]

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[2]   Albert Shanker, Ninety-two Hours. The Developer. Oxford, OH: National Staff Development Council, September, 1993.

Section IV: Activity 7

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	• To review how the staff development standards were developed • To examine format for standards booklet • To assign standard for homework	Whole Group Individual	Notes— Development of Standards Overhead projector Transp.—Three Types of Standards Standards Booklets Handout— Homework Sign-Up Sheet Handout—Jigsaw Homework Sheet

Describe activity

Tell participants that to begin examining how to change staff development, they are going to review The National Staff Development Standards.

Review of development of and types of standards

Notes—Development of Standards

Transparency—Three Types of Standards

Remind participants that they briefly examined the National Staff Development Standards during Section III.

Using "Notes—Development of Standards" and Transparency—*Three Types of Standards*, review how the staff development standards were developed.

Examine standards booklet

Standards booklet

Distribute standards booklets. Point out that all three levels of standards—elementary, middle school, high school—are organized the same way.

Lead participants through an examination of the contents of standards booklet: standards, use, context, process, content, planning tool.

Examine standard's format

Notes—Development of Standards

Standards Booklet

Ask participants to turn to any standard in their standards booklet. Examine the format for that standard using "Notes—Development of Standards."

Assign homework	Tell participants that they are going to review the staff development standards for homework.
Describe assignment Handout—Homework Sign-Up Sheet Handout—Jigsaw Homework Sheet	Tell participants that a homework sign-up sheet is being passed around and that they should sign up for a context, process, or content standard to review as homework. Describe the *Jigsaw Homework Sheet* and review the directions with participants. Tell participants that they are going to review the standard they selected and complete the *Jigsaw Homework Sheet*. Tell participants they should be prepared to present their standard to other participants in a "Jigsaw" the next time they meet.
Answer questions	Answer any questions about the standards booklet, the sign-up sheet, the homework sheet, or the assignment.

Section IV: Activity 7
Notes: Development of Standards

Staff Development Standards

In 1994-95, the National Staff Development Council (NSCD), a non-profit professional association of approximately 6,500 educators, developed standards for professional development for everyone affecting student learning. Three editions of standards were developed—one for elementary-level educators, one for middle-level educators, and one for high school-level educators.

Over 50 educators representing five leading national education associations were involved in the development of these standards.

The standards are research-based and comprehensive.

Organization of the Staff Development Standards

The standards are organized into three categories: context, process, and content.

- **Context** addresses the organization, system, or culture in which the new learnings will be implemented.

- **Process** refers to the "how" of staff development; it describes the means for the acquisition of new knowledge and skills (e.g., group development, follow-up and support, evaluation).

- **Content** refers to the actual skills and knowledge effective educators need to possess or acquire through staff development. At the middle-level, some examples include: research-based instructional strategies, adolescent development, service learning, and interdisciplinary teaming.

The content and process standards are the same for the elementary, middle, and high school levels; only the content standards differ as appropriate for each level.

Context, process, and content standards must all be in place to ensure that staff development makes a difference in student learning. For example, even strong research-based content with no attention to follow-up (process) or leadership (context) will not result in improved student learning.

Standard's Format   Each standard is organized in the following way:

- The standard: a succinct statement of the staff development expectation. It establishes the level of performance to which all organizations should aspire.

- The rationale: the theory and research that validates the significance of the standard and expands our understanding of it.

- The example: a real-life application of the standard.

- The outcomes: the results that can be expected if the standard is consistently applied.

- Discussion questions: a means for individuals and groups to consider the implications of the standard for their setting.

- References: sources for citations in the rationale section and other recommended sources.

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Transparency: Three Types of Standards

•Context = Culture

•Process = "How"

•Content = Knowledge and Skills

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Section IV: Activity 7
Handout: Jigsaw Homework Sheet

Directions:

1. Review the standard that you have selected.
2. Answer the questions below concerning the standard you selected.
3. Be prepared to "teach" your standard to other participants during our next session.

Briefly list the content contained in the standard that you selected.

What is the rationale for the standard you selected?

What are the main points in the standard that are applicable to staff development in your school?

Look at examples and references in the standard and add other anecdotes or references concerning this standard from your own experiences.

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Section IV: Activity 7
Handout: Homework Sign-Up Sheet

CONTEXT STANDARDS:	Name of Person Signing up for Standard
<u>Continuous Improvement</u>: Effective staff development requires and fosters the norm of continuous improvement. (E/M/H)	
<u>Leadership/Advocacy</u>: Effective staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement. (E/M/H)	
<u>Organizational Alignment and Support</u>: Effective staff development is aligned with the school's and the district's strategic plan and is funded by a line item in the budget. (E/M/H)	
<u>Time for Learning</u>: Effective staff development provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals. (E/M/H)	
<u>Staff Development as an Innovation</u>: Effective staff development is an innovation in itself that requires study of the change process. (E/M/H)	

The schooling levels to which the standards apply are indicated at the end of each standard in parentheses—**E** = elementary school; **M** = middle school; and **H** = high school.

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PROCESS STANDARDS:	Name of Person Signing up for Standard
Organization Development and Systems Thinking: Effective staff development provides knowledge, skills, and attitudes regarding organization development and systems thinking. (E/M/H)	
The Change Process: Individual: Effective staff development is based on knowledge about human learning and development. (E/M/H)	
The Change Process: Organizational: Effective staff development provides for the three phases of the change process: initiation, implementation, and institutionalization. (E/M/H)	
Data-Driven Decision Making: Effective staff development bases priorities on a careful analysis of disaggregated student data regarding goals for student learning. (E/M/H)	
Selecting Staff Development Content: Effective staff development uses content that has proven value in increasing student learning and development. (E/M/H)	
Integration of Innovations: Effective staff development provides a framework for integrating innovations and relating those innovations to the mission of the organization. (E/M/H)	
Evaluation of Staff Development: Effective staff development requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization. (E/M/H)	
Models of Staff Development: Effective staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success. (Process Standard—E/M/H)	
Follow Up: Effective staff development provides the follow up necessary to ensure improvement. (E/M/H)	
Collaborative Skills: Effective staff development requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and work collegially. (E/M/H)	
Group Development: Effective staff development requires knowledge and use of the stages of group development to build effective, productive, collegial teams. (E/M/H)	

CONTENT STANDARDS:	Name of Person Signing up for Standard
Childhood, Pre-Adolescent, and Adolescent Development: Effective staff development increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of children in grades pre kindergarten through six, young adolescents, and adolescents. (E/M/H)	
Classroom Management: Effective staff development facilitates the development and implementation of school and classroom-based management plans that provide staff with school-wide and classroom-based management strategies which maximize student learning. (E/M/H)	
Diversity: Effective staff development addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students regardless of their culture, race, gender, ethnicity, or special needs. (E/M/H)	
Curriculum: Effective staff development enables educators to provide challenging, developmentally-appropriate interdisciplinary curriculum based on desired skill and knowledge outcomes for all students and that engage students in integrative ways of thinking and learning. (E/M/H)	
Interdisciplinary Teams: Effective staff development increases staff's knowledge and practice of interdisciplinary team organization and instruction. (M)	
Research-Based Instructional Strategies: Effective staff development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students. (E/M/H)	
High Expectations: Effective staff development prepares educators to demonstrate high expectations for student learning. (E/M/H)	
Family Involvement: Effective staff development facilitates staff collaboration with and support of families for improving student performance. (E/M/H)	

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CONTENT STANDARDS (continued):	Name of Person Signing up for Standard
Student Performance Assessment: Effective staff development prepares teachers to use various types of performance assessment in their classrooms. (E/M/H)	
Service Learning: Effective staff development for service learning prepares teachers and administrators to combine academic student learning goals with service to the community. (M/H)	
Guidance/Advisement: Effective staff development increases administrators' and teachers' ability to provide guidance and advisement to young adolescents and adolescents. (M/H)	

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Section IV: Activity 8

TIME	PURPOSE	SETTING	MATERIALS
2 hours	• To review the staff development standards using a "Jigsaw" strategy • To have participants relate their questions, concerns, or observations	Table groups of 4-6 Whole Group	Overhead projector Transp.—Jigsaw Strategy Notes—Summary of Standards Chart paper Masking tape Markers Chart stand

Describe activity

Tell participants that during this activity they are point to "teach" other members of a small group the key points of the staff development standard that they selected as homework at the end of the last session for which they prepared the Jigsaw Homework Sheet.

Tell participants that after the Jigsaw activity, they will review the key points about the standards.

Get into groups

Ask participants to get into groups by the type of standard they choose—**context** together, **process** together, and **content** together.

Discuss in groups

Transparency—Jigsaw Strategy

Tell groups that each member of the group is to "teach" others in their group the standard that they studied for homework. Use Transparency—Jigsaw Strategy to review the process.

Ask each group to select a Timer for the activity whose job will be to time each person.

Tell participants that each person will have **2 minutes**.

Monitor

Monitor to keep activity running smoothly until participants have completed sharing in their groups.

Regroup

Ask participants to return to their original table groups.

Process activity in small groups

Chart paper

Masking tape

Ask each group to choose a recorder/reporter.

Ask each table group to discuss the content standards that they "studied" in their group. Ask them to determine the **key points** that their standards covered at their grade level.

The recorder/reporter will record information on chart paper and

Process in large group Notes—Summary of Standards	Ask each table group's reporter to share the key points of the standards they "studied." Use Notes—*Summary of Standards* to add any categories that participants did not cover at their tables.
Facilitate transfer Chart stand Marker	After everyone has shared, ask the following question: **How will knowing the national staff development standards change staff development practices?** Ask participants to reflect individually first. Then ask volunteers for responses and record on a flip chart. Explain that once participants know the national staff development standards, they can design and deliver staff development using research-based practices, not past experience or craft knowledge.
Assign homework	For the next session, participants should read: • "Three Critical I's for School Improvement," by Stephanie Hirsh, Associate Executive Director of the National Staff Development Council. • The NSDC Standard on change process for organizations, "The Change Process: Organizational."
Address questions, concerns, or observations	Ask participants for any questions, concerns, or observations that surfaced during the activity.

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The jigsaw is a cooperative learning strategy that helps participants become familiar with a large body of information in a short time.

- Participants divide into "expert" groups according to the type of staff development standard they studied for homework—context, process, content.

- Participants share and identify key ideas about the standard that they studied.

- When participants return to their original group, they share their ideas.

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Section IV: Activity 8
Notes*: Summary of Standards

CONTEXT STANDARDS:

- Continuous Improvement: Effective staff development requires and fosters the norm of continuous improvement. (E/M/H)

✓This standard focuses on the need for educators to refine their skills.

✓Staff development should be job-embedded and focus on the examination and development of new methods.

✓Time is needed for the effective implementation of staff development.

✓One successful strategy is building a network of professionals.

- Leadership/Advocacy: Effective staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement. (E/M/H)

✓Leadership should provide staff with incentives and resources to pursue new learning, advocate on-going staff development, invest in and support staff development, and inform all stakeholders about the importance of staff development.

- Organizational Alignment and Support: Effective staff development is aligned with the school's and the district's strategic plan and is funded by a line item in the budget. (E/M/H)

✓Staff development is linked to most new initiatives and procedures.

✓Staff development is aligned with the school's long-range plan.

✓A school or district should not attempt too many staff development activities at one time.

✓District leadership must see staff development as a key factor in district change.

✓Staff development is a line item in the district and school budget.

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* Since these notes focus on a combination of standards from the three levels—elementary, middle, and high school—points are included from all three levels. The middle school standards were developed first and differ more than the elementary and high school standards which were developed a year later. They are currently being revised to bring them more in line with the elementary and high school standards. Differences between the levels of the standards are primarily focused on the developmental differences between the different levels of students.

CONTEXT STANDARDS (continued):

- <u>Time for Learning</u>: Effective staff development provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals. (E/M/H)

✓More time is required for staff learning and collaboration than is currently available.
✓Typical staff development days are insufficient to support needed improvements.
✓Schools need more and better time for teacher learning.
✓School staff need time to master subjects, design learning experiences, use assessment systems, and work with and learn from colleagues.
✓Educators need 92 hours a year in training (like Saturn employees).
✓Barriers concerning what to do with students while teachers are at training must be reduced.
✓"Academically productive ways" for students to spend that time must be developed.

- <u>Staff Development as an Innovation</u>: Effective staff development is an innovation in itself that requires study of the change process. (E/M/H)
  ✓Adult learners must attach personal meaning to new experiences.
  ✓Innovations require some change in educational beliefs, teaching behaviors, and use of materials.
  ✓Most people understand change in primarily operational terms; therefore, teachers will want to focus on the concrete, practical consequences of change.

PROCESS STANDARDS:

- <u>Organization Development and Systems Thinking</u>: Effective staff development provides knowledge, skills, and attitudes regarding organization development and systems thinking. (E/M/H)

✓Effective staff development depends both on the learning of individual school employees and on the organization's capacity to improve itself.
✓85 percent of barriers to improvement reside in an organization's structure and processes.
✓Individual learning and organizational changes must be addressed simultaneously and interdependently so that gains in one area do not cause problems in other parts of the system.
✓Participants need to see interrelationships rather than things and see patterns for change rather than static snapshots.

- <u>The Change Process: Individual</u>: Effective staff development is based on knowledge about human learning and development. (E/M/H)

✓Motivation for growth and learning comes from an internal desire toward achieving competence and positive feelings of self-worth.
✓Adult learning is ultimately self-directed and depends on learners sharing their expertise and experience.
✓Successful professional development increases both independence and collaboration.

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PROCESS STANDARDS (continued):

✓Adults need to know the level of importance, the expected outcomes, and the rationale for recommended changes.

✓Adults need ongoing support to sustain interest and ensure positive results.

- The Change Process: Organizational: Effective staff development provides for the three phases of the change process: initiation, implementation, and institutionalization. (E/M/H)

✓There are three phases of the change process:

Initiation: Leaders establish a clear need to improve, address readiness, and assist with development of vision and plan. They clarify underlying principles and intended outcomes.

Implementation: Plans are put into action to achieve intended outcomes. Change begins. Activities are carried out to help individuals transfer the new practices to the work setting.

Institutionalization: New practices are integrated into the school's policies, budgets, and routines.

✓Time frame is three to five years.

- Data-Driven Decision Making: Effective staff development bases priorities on a careful analysis of disaggregated student data regarding goals for student learning. (E/M/H)

✓Student outcome data must be disaggregated equitably for schools to be successful for all.

✓Student data must be analyzed on basis of socioeconomic level, race, gender, and other factors.

✓Careful analysis of student data is critical for helping staff recognize the need for improvement.

✓Staff development content should help staff acquire skills and knowledge to impact on student achievement.

- Selecting Staff Development Content: Effective staff development uses content that has proven value in increasing student learning and development. (E/M/H)

✓Staff development should be research-based and/or proven in practice, be relevant to the site, make sense to the intended user, and be compatible with other practices currently in use.

- Integration of Innovations: Effective staff development provides a framework for integrating innovations and relating those innovations to the mission of the organization. (E/M/H)

✓Effective professional development efforts include precise descriptions of how different innovations can be integrated.

✓Each new innovation is presented as a part of a coherent framework for improvement.

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PROCESS STANDARDS (continued):

- <u>Evaluation of Staff Development</u>: Effective staff development requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization. (E/M/H)

✓Evaluation serves two major purposes: to inform the staff about the staff development process and to determine the effects of that process.

✓Evaluation should be ongoing, initiated at earliest stages, and continued beyond completion.

   ✓Evaluation should be drawn from multiple sources and include quantitative and qualitative data.

✓Evaluations should assess (1) participants' reactions to the program, (2) participants' learning, (3) participants' use of new knowledge and skills, and (4) impact on student outcomes.

- <u>Models of Staff Development</u>: Effective staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success. (E/M/H)

✓The characteristics of a productive staff development program include:
   -connectedness to school settings and to schoolwide efforts;
   -involvement of teachers as planners;
   -provision of choice and differentiated learning opportunities;
   -use of demonstration, supervised practice, and feedback as part of training; and
   -provision of ongoing assistance and support.

✓The five models of staff development are individually-guided staff development, observation/assessment, involvement in a development/improvement process, training, and inquiry.

- <u>Follow Up</u>: Effective staff development provides the follow up necessary to ensure improvement. (E/M/H)

✓"One-shot" workshops cannot change teacher behavior.

✓With no follow-up, 90 percent of effort to improve instruction is lost.

✓Twenty follow-up and coaching sessions are need to ensure successful implementation of a teaching strategy.

✓Options for follow-up include peer coaching, collegial support groups, mentoring, study groups, and audiotaping or videotaping learners.

✓Fifty percent of resources set aside for staff development initiatives should be directed at follow-up.

- <u>Collaborative Skills</u>: Effective staff development requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and work collegially. (E/M/H)

✓Current restructuring calls for deeper/more meaningful staff involvement in decision making.

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PROCESS STANDARDS (continued):

✓Site-based management, shared governance, and teacher empowerment are all efforts to engage stakeholders in improvements.

✓Making joint decisions with colleagues and administration is a change for some teachers; therefore, they need to develop new collaborative strategies and techniques.

✓Principals and staff need training in facilitation skills and a sense of community must be created so trusting and sharing can take place.

- Group Development: Effective staff development requires knowledge and use of the stages of group development to build effective, productive, collegial teams. (E/M/H)

  ✓Changes require teachers to work together.

  ✓Training in team building can increase a group's ability to work together more effectively.

  ✓Groups typically go through four phases of development: forming, storming, norming, and performing.

CONTENT STANDARDS:

- Childhood, Pre-Adolescent, and Adolescent Development: Effective staff development increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of children in grades pre kindergarten through six, young adolescents, and adolescents. (E/M/H)

✓Developmentally-appropriate practices are curriculum, assessment, and instructional process that reflect what is known about how children and adolescents develop and learn.

✓This is important in primary grades because of children who are unready for kindergarten and in middle school when there is often a mismatch between the needs of young adolescents and school structures and instructional practices.

✓Training on child development provides a unified school philosophy based on the current knowledge of the unique needs of the age group served.

✓Educators must understand the developmental needs of students and focus on the intellectual, social, emotional, and physical development of each child.

✓Teachers working with early adolescents must understand the physical, cognitive, and social changes their students are going through.

✓Teachers working with high school students must understand that their cognitive development is characterized by the period of formal operations, that the focus of their socio-emotional growth is on the development of self concept through personal identify, and that their physical development is characterized by an awareness of sexual identify.

- Classroom Management: Effective staff development facilitates the development and implementation of school and classroom-based management plans that provide staff with school-wide and classroom-based management strategies which maximize student learning. (E/M/H)

✓One of a teacher's most important responsibilities is to manage the classroom effectively in order to maximize student learning.

CONTENT STANDARDS (continued):

✓Effective classroom management influences the amount of time devoted to instruction and therefore positively affects student achievement.

✓The key to effective classroom management is good planning.

✓Effective classroom managers focus on preventing problems from occurring.

✓Effective classroom managers continuously reflect on the match between instruction and the developmental level of each student.

- Diversity: Effective staff development addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students regardless of their culture, race, gender, ethnicity, or special needs. (E/M/H)

✓Effective staff development offers educators research-based methodologies to facilitate success for all children in a mainstream classroom.

✓Staff development must provide strategies for teachers to strengthen their own and their students' abilities to recognize, value, and communicate differences.

- Curriculum: Effective staff development enables educators to provide challenging, developmentally-appropriate interdisciplinary curriculum based on desired skill and knowledge outcomes for all students that engage students in integrative ways of thinking and learning. (E/M/H)

✓Interdisciplinary instruction mirrors the real world where disciplines are not encountered separately.

✓Howard Gardner advocates teaching for understanding both within and across the disciplines.

✓Curriculum for young adolescents will integrate traditional academic disciplines and help students make connections between academic study and future career options.

✓Curriculum for young adolescents must include learning experiences that vary from hands-on to more abstract activities, problem solving, critical thinking, and inquiry skills.

✓Most high school subjects have established national standards for their content fields; teachers should be familiar with these standards.

✓Staff development should focus on aligning the written curriculum, the taught curriculum, and the tested curriculum.

- Interdisciplinary Teams: Effective staff development increases staff's knowledge and practice of interdisciplinary team organization and instruction. (M)

✓The middle school concept calls for interdisciplinary team organization and planning in which small groups of teachers of different subjects work together to design and present curriculum for a common group of students.

✓Flexible scheduling is also essential to the implementation of interdisciplinary team planning.

✓Under this concept, group size, the order of the periods, and the length of each period can vary; teams must be flexible in planning daily, weekly, or monthly schedules.

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CONTENT STANDARDS (continued):

- <u>Research-Based Instructional Strategies</u>: Effective staff development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students. (E/M/H)

✓Educators need to be able to identify the research-based teaching strategies that exist and select the ones most appropriate for their students.

✓Teaching strategies are really learning strategies. How teaching is conducted has a large impact on students' abilities to educate themselves.

- <u>High Expectations</u>: Effective staff development prepares educators to demonstrate high expectations for student learning. (E/M/H)

✓Many studies reveal the powerful link between teacher expectations and student performance.

✓Effective School research identified a shared faculty belief that all students can learn as one of six correlates related to student achievement.

✓Teacher attitudes and school policies that reflect low expectations can be particularly devastating to young pre-adolescents', young adolescents', and adolescents' future success.

- <u>Family Involvement</u>: Effective staff development facilitates staff collaboration with and support of families for improving student performance. (E/M/H)

✓Family involvement results in improved student performance.

✓Therefore, educators need to become skilled and knowledgeable about how to increase parents' participation in their children's education.

✓When parents get information from school, they are more likely to talk to their children about school, monitor homework, and help their children learn.

✓Staff development should explicitly recognize families' expertise about their children and show educators that they can learn from families.

- <u>Student Performance Assessment</u>: Effective staff development prepares teachers to use various types of performance assessment in their classrooms. (E/M/H)

✓Assessment has become a focus of the educational reform agenda.

✓Dissatisfaction with existing standardized testing has contributed to the call for alternative assessment.

✓Alternative assessments are also called authentic assessment, portfolio assessment, process testing, exhibits, or demonstrations.

✓Performance assessment refers to a set of practices that determine what students can actually do with the knowledge and skills of various content areas instead of requiring them to reproduce isolated information or use a constrained set of skills.

✓Education in the years ahead will be characterized by student performance assessment.

CONTENT STANDARDS (continued):

- <u>Service Learning</u>: Effective staff development for service learning prepares teachers and administrators to combine academic student learning goals with service to the community. (M/H)

Three principal components are critical to service learning:

✓a thorough preparation of key individuals involved in the service experience, including students, teachers, and community members;

✓a service activity that addresses real community issues and/or needs; and

✓guided student reflection on the service experience that relates to academic, social, and personal development.

- <u>Guidance/Advisement</u>: Effective staff development increases administrators' and teachers' ability to provide guidance and advisement to young adolescents and adolescents. (M/H)

✓The role of the teachers as advisors for young adolescents and adolescents is crucial as they explore the questions of "Who am I?" and "What will I become?"

✓A structured advisor-advisee relationship where one teacher follows the progress of and is an advocate for a small group of students is an integral part of a successful middle or high school program.

✓Teachers need time to learn skills related to the new role of advisor and time to review and develop advisory activities and curricula.

SECTION IV: ACTIVITY 9

TIME	PURPOSE	SETTING	MATERIALS
45 minutes	• To examine the 3-I Phases of School Improvement • To assign homework applying the 3-I phases to the SIP	Small Groups Whole Group	Transparency pens Blank transparencies Overhead projector Notes—3-I Phases of School Improvement Chart stand Marker

Prior reading

All participants are to have read two items thoroughly prior to this session:

- "Three critical I's for school improvement," by Stephanie Hirsh, Associate Executive Director of the National Staff Development Council

- The NSDC standard on the change process for organizations, "The Change Process: Organizational"

Describe activity

Tell participants that they are going to study another model that they can use to change the practice of staff development. This model is called the 3-I Phases of School Improvement.

Group participants

Ask participants to number off **1-2-3**. Ask the 1s to form a group, the 2s to form a group, and the 3s to form a group.

Give assignment

Transparency pens

Blank transparencies

Tell the groups that they are to use information gleaned from their readings to develop the activities that take place in one of the three critical phases of change—Initiation, Implementation, Institutionalization.

Assign **Initiation** to the 1s. Assign **Implementation** to the 2s. Assign **Institutionalization** to the 3s.

Ask each group to choose a recorder and a reporter.

Distribute transparency pens and blank transparencies on which groups will record their work.

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Process activity Overhead projector Notes—3-I Phases of School Improvement	Ask the reporter from each group to present their findings to the total group. Use *Notes—3-I Phases of School Improvement* if necessary to fill in any needed information.
Discuss impact Chart stand Marker	Ask participants to reflect individually a moment on the impact the 3-I Phases of School Improvement will have on their design and delivery of staff development. Ask volunteers for responses and record on a flip chart. Explain that the 3-I Phases of School Improvement will help participants by providing a planning guide for school improvement work, by helping teams delineate what must be addressed in each phase, by helping team members decide what to do next. In addition, using this model will help identify processes that will ensure success of initiatives and redirect energy to initiatives which may be derailed.
Assign homework	For the next session, ask participants to secure a copy of their School Improvement Plan (SIP). Under each objective, ask participants to read and rate the strategies listed to achieve that objective using the following code: **0** = Not used **1** = Initiation **2** = Implementation **3** = Institutionalization Ask participants to bring their coded School Improvement Plans with them to the next session.
Answer questions	Answer any questions about the 3-I Phases of School Improvement or the homework assignment.

Section IV: Activity 9
Notes: 3-I Phases of School Improvement

Initiation:

- This phase includes building the readiness for change.
- Leaders pay attention to the intellectual and psychological characteristics of the organization.
- Attention is focused on gaining consensus for the need to change and the creating a vision and a plan for achieving it.
- The program being initiated needs to be linked to a high profile need.
- A clear implementation plan needs to be developed.
- One or more people need to be involved as advocates for the program being initiated.
- After a period of planning, people should become actively involved in initiating the program.

Sample activities at this phase include: deciding to start, launching the process, assessing needs, developing commitment, getting moving, and establishing intended results.

Implementation:

- This phase is the period when action plans are put into practice in order to achieve intended results.
- This phase includes developing theoretical understandings, demonstrating skills, practicing new skills, and providing on-the-job support.
- Adults acquire new knowledge and skills that enable them to implement the initiative.
- Strategies such as coaching, support groups, and study groups help individuals transfer the new practices to the work setting.
- An individual or group needs to oversee, troubleshoot, coordinate, and monitor the implementation of a program.
- Implementation dips (it gets worse before it gets better) are to be expected.
- The implementation of the program needs to have lots of participation by lots of people.
- The implementation of the program should combine pressure to improve and support.
- Technical assistance is needed to help people learn to work through a new program.
- Rewards should be considered for early successes.

Sample activities at this phase include: designing action plans, carrying out plans, training, using new practices, applying pressure, giving support, and assessing levels of implementation.

Institutionalization:

- New practices are integrated into school policies, budgets, and ongoing practices.
- The school system ensures that progress is not lost when attention shifts to a new priority.
- School induction plans ensure that all new teachers are provided support for working with identified initiatives.

- Changes should be linked to day-to-day instructional changes.
- Widespread use is the critical mass at this stage.
- Competing priorities should be examined to determine which ones to continue and which to discontinue.
- Building capacity should be supported through continuing assistance.

Sample activities at this phase include: incorporating into routine, evaluating, building in the process, making organizational changes, continuing advanced training, and tracking student outcomes.

SECTION IV: ACTIVITY 10

TIME	PURPOSE	SETTING	MATERIALS
45 minutes	• To share findings and implications after analyzing their SIP • To discuss how the 3-I Phases will affect their practice	Small Groups Whole Group	Chart paper Markers Masking tape Chart stand Marker

Describe activity

Tell participants that they are going to share what they found when they coded their school improvement plans.

Then they are to discuss the implications of their findings.

Discuss in groups

Chart paper

Markers

Masking tape

Ask table groups to select a timer and a recorder/reporter.

The group has 20 minutes to share what they found when they coded their school improvement plans and 20 minutes to discuss the implications of their findings.

The recorder/reporter will take notes for the group of their findings and of the implications on chart paper. Ask the recorder/reporter to post the group's work when they have completed their discussion.

Share in large group

Ask each group's reporter to share the key points their findings. Ask each reporter after the first not to repeat items that have already been mentioned.

Next, have each group's reporter share the key points of their implications. Again, ask that previously stated items not be repeated.

Facilitate transfer

Chart stand

Marker

After everyone has shared, ask the following question:

How will knowing the three phases of school improvement change staff development practices?

Ask participants to reflect individually a moment. Then ask volunteers for respond and record on a flip chart.

Explain that participants may discover that they have **many** activities coded **0, not used**.

They will also discover that they have **few, if any**, activities coded **3, institutionalized**.

They will observe that **many** of their activities are coded **1, initiation.**

Some participants may realize that the same activities have appeared year after year on their school improvement plans and that those activities have never gotten past the initiation phase.

Note that there are **not many** activities coded **2, implementation**, on their school improvement plans.

Explain that through this analysis of their school improvement plans, participants, hopefully, will discover that they have too many fragmented, unconnected activities in their plans.

An analysis such as this suggests that "less is more." That is, fewer strategies carried out to the institutionalization phase are better than lots of strategies never used or poorly implemented.

Address questions, concerns, or observations

Ask participants for any questions, concerns, or observations that surfaced during this activity.

SECTION IV: ACTIVITY 11

TIME	PURPOSE	SETTING	MATERIALS
1 1/2 hours	• To examine the five models of staff development • To engage in expert groups and a jigsaw to study the five models	Small Groups Whole Group	Notes—Five Models Article—Five Models of Staff Development for Teachers Overhead projector Transparency—Assignments Handout—Reporting Format

Describe activity

Tell participants that they are going to study more information that they can use to change the practice of staff development. This material is on the five models of staff development.

Tell participants that in this activity they are going to read parts of an article, summarize pertinent information in "expert" groups, and teach that information to other groups via a jigsaw.

Summarize

Summarize the importance of the five models of staff development using the *Notes—Five Models*.

Notes—Five Models

Divide into "expert" groups

Ask participants to number off **1-2-3-4-5**. Ask the 1s to group together, the 2s together, etc.

Tell participants that these are the "expert" groups.

Give assignment

Distribute the article, "Five Models of Staff Development for Teachers" by Dennis Sparks and Susan Loucks-Horsley.

Article—Five Models of Staff Development for Teachers

Use the *Transparency—Assignments* to assign parts.

Transparency—Assignments

Have the 1s read about the first model, Individually Guided Staff Development, on page 42.

Have the 2s read about the second model, Observation/Assessment, on page 44.

Have 3s read about the third model, Involvement in a Development/Improvement Process, on page 45.

Have 4s read about the fourth model, Training, on page 48.

Have 5s read about the fifth model, Inquiry, on page 50.

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Describe reporting format Handout—Reporting Format	Instruct each group to read and discuss their portion of the article. Next they are to check for understanding and compile the following information to present in their "home" groups (the original group they were in before being divided). Distribute *Handout—Reporting Format* and review the information about their model of staff development that they are to summarize: • Definition of the model • Most important underlying assumptions • The most important theoretical and research underpinnings • Phases of activity • The most important illustrations and outcomes Tell participants that they are to use "Handout—Reporting Format" to take notes to use in their "home" groups. Tell groups that they will have **45 minutes** to complete this portion of their task.
Re-group for jigsaw	Have participants move back to their home groups. Ask the home groups to choose a Timer. Each person has 2 minutes to teach his or her portion of the article to the rest of the group.
Process models	Ask participants to share any observations or insights that they had during their work in expert groups or the jigsaw activity.
Assign homework ·	Tell participants to read the rest of the article, "Five Models of Staff Development for Teachers," especially the end of the article, pages 51-55, about the context for staff development.
Answer questions	Address any questions about the models or the homework assignment.

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Section IV: Activity 11
Notes: Five Models

Research Findings:

During the late 1970s and early 1980s, several major studies and reviews contributed to the understanding of characteristics of effective staff development. The resulting list of effective practices include:

- Programs conducted in school settings and linked to school-wide efforts;
- Teachers participating as helpers to each other and as planners, with administrators, of inservice activities;
- Emphasis on self instruction, with differentiated training opportunities;
- Teachers in active roles, choosing goals and activities for themselves;
- Emphasis on demonstrating, supervised trials, and feedback; training that is concrete and ongoing over time; and
- Ongoing assistance and support available on request.

Organization of Information on Models:

- Program descriptions—What evidence exists that demonstrates that this model can be implemented by staff developers in schools and school districts?
- Theoretical and Research Basis—Why should one believe that this model *should* affect teachers' classroom behavior?
- Data about outcomes—What evidence indicated that this model actually makes a difference with teacher performance?

Definitions of Five Models:

- Individually-guided staff development refers to a process through which teachers plan for and pursue activities they believe will promote their own learning.
- The observation/assessment model provides teachers with objective data and feedback regarding their classroom performance. This press may in itself produce growth or it can provide information that may be used to select areas for growth.
- Involvement in a development/improvement process engages teachers in developing curriculum, designing programs, or engaging in a school improvement process to solve general or particular problems.
- The inquiry model requires that teachers identify an area of instructional interest, collect data, and make changes in their instruction based on an interpretation of those data.
- The training model involves teachers in acquiring knowledge or skills through appropriate individual or group instruction.

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Section IV: Activity 11
Transparency: Assignments

GROUP	MODEL	PAGE
1	Individually Guided Staff Development	42
2	Observation/ Assessment	44
3	Involvement in a Development/ Improvement Process	45
4	Training	48
5	Inquiry	50

Section IV: Activity 11
Handout: Reporting Format

Use this form to take notes about the model of staff development that you are examining.

1. Definition of the model

2. Most important underlying assumptions

3. The most important theoretical and research underpinnings

4. Phases of activity

5. The most important illustrations and outcomes

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SECTION IV: ACTIVITY 12

TIME	PURPOSE	SETTING	MATERIALS
1 hour	• To examine the RPTIM model of staff development • To develop checklists for each stage of the model • To discuss how RPTIM will affect their practice	Whole Group Small Group	Notes—RPTIM Article—Designing Effective Staff Development Programs Handout— Discussion Overhead projector Transparency— Assignments Blank transparencies Transparency pens Chart stand Marker

Prior reading   All participants are to have read the following article thoroughly prior to this session:

"Designing Effective Staff Development Programs," Fred H. Wood, et al.

Describe activity   Tell participants that they are going to study another model that they can use to change the practice of staff development. The model is explained in the article that they read prior to this session, "Designing Effective Staff Development Programs," by Fred H. Wood and colleagues. The model is called **RPTIM** which stands for **R**eadiness, **P**lanning, **T**raining, **I**mplementation, and **M**aintenance.

Tell participants that first you are going to summarize the article.

Then, in small groups, they are going to discuss certain elements of the plan.

Finally they are going to develop checklists to help them manage the RPTIM model of staff development in their schools or school systems.

Summarize   Using *Notes—RPTIM*, summarize the importance of the RPTIM model of staff development.

Notes—RPTIM

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Give assignment Article—Designing Effective Staff Development Programs Handout—Discussion	Ask participants to locate their copy of the article, "Designing Effective Staff Development Programs." Distribute and review "Handout—Discussion." Ask groups to choose a recorder/reporter. Tell groups to discuss each question on the handout. Their reporter will give an oral report for their group.
Process activity	Ask each reporter to present the group's ideas. Ask every reporter after the first not to repeat items that have already been mentioned.
Re-group participants	Ask participants to number off **1-2-3-4-5**. Ask all **1**s to group together, **2**s together, etc.
Give assignment Transparency—Assignm ents Blank transparencies Transparency pens	Tell participants that each group will take a stage of the RPTIM model and develop a checklist of tasks that need to be completed in that stage. Using "Transparency—Assignments," assign each group a stage. Group **1** will work on **Readiness**. Group **2** will work on **Planning**. Group **3** will work on **Training**. Group **4** will work on **Implementation**. Group **5** will work on **Maintenance**. Ask each group to choose a recorder/reporter. Give each group blank transparencies and transparency pens that they can use to develop their checklists.
Process activity	Ask each reporter to share their checklist. Collect transparencies and tell participants that you will copy and distribute them at the next session.

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Facilitate transfer

After everyone has shared, ask the following question:

How will knowing the RPTIM model of staff development change staff development practices?

Chart stand

Marker

Ask participants to reflect individually a moment. Then ask volunteers to respond and record on a flip chart.

Explain that effective staff development program utilizes all five stages of the RPTIM model.

Often the Planning and Training stages are used, but the Readiness stage is overlooked. Rarely is training followed back into the classroom to the Implementation stage or supported over time to the Maintenance stage.

When planning staff development activities, 50% of the budget funds should be devoted to Readiness, Planning, and Training and 50% to Implementation and Maintenance. Otherwise, as an earlier quote states, "Training without follow-up is malpractice."

Address questions, concerns, or observations

Ask participants for any questions, concerns, or observations that surfaced during this activity.

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Section IV: Activity 12
Notes: RPTIM

Educators recognize the need for continuous inservice education. However, staff development efforts offered to educators are generally ineffective and poorly conceived, lacking a conceptual framework. Often those responsible for staff growth ignore the available learning theory and research when designing and implementing training programs for teachers and administrators. Educators need a clear concept of in-service that enables them to design and conduct more effective staff development programs.

It is critical that the design of inservice education for elementary and secondary school personnel be grounded in our best practice and research. The last two decades have provided substantial data that can serve as the basis for designing inservice.

This article presents a framework for designing inservice staff development programs, based upon an analysis of the available theory, research, and best practice related to inservice education. The article gives a picture of how to plan inservice that has a significant and lasting effect on educational practice and student outcomes.

Certain beliefs undergird the five-stage approach to staff development described in this article.

1. All personnel in schools, to stay current and effective, need and should be involved in inservice throughout their careers.
2. Significant improvement in educational practice takes considerable time and is the result of systematic, long-range staff development.
3. Inservice education should have an impact on the quality of the school program and focus on helping staff improve their abilities to perform their professional responsibilities.
4. Adult learners are motivated to risk learning new behaviors when they believe they have control over the learning situation and are free from threat of failure.
5. Educators vary widely in their professional competencies, readiness, and approaches to learning.
6. Professional growth requires personal and group commitment to new performance norms.
7. Organizational health including factors such as social climate, trust, open communication, and peer support for change in practice influence the success of professional development programs.
8. The school is the primary unit of change; not the district or the individual.
9. School districts have the primary responsibility for providing the resources and training necessary for a school staff to implement new programs and improve instruction.
10. The school principal is the gatekeeper for adoption and continued use of new practices and programs in a school.
11. Effective, inservice programs must be based upon research, theory, and the best education practice.

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Inservice education may be viewed as having five distinct but related stages. These stages include Readiness, Planning, Training, Implementation, and Maintenance.

- **Stage I, Readiness**, emphasizes selection and understanding of, and commitment to, new professional behaviors by a school staff or group of educators.

- In **Stage II, Planning**, the specific plans for an inservice program are developed to achieve the desired changes in professional practice selected in Stage I.

- In the **Training** Stage, **Stage III**, the plans are translated into practice.

- The **Implementation** Stage, **Stage IV**, focuses on ensuring that the training becomes part of the ongoing professional behavior of teachers and administrators in their own work setting.

- **Stage V, Maintenance**, begins as new behaviors are integrated into daily practice. The aim of this final stage is to ensure that once a change in performance is operational, it will continue over time.

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Section IV: Activity 12
Handout: Discussion

In your group, discuss the following questions. Choose a recorder/reporter to take notes and present your ideas to the large group.

1.   After reading the article, what did you learn about staff development that you did not know before?

2.   Compare the way staff development is designed and delivered in your school or school system to the RPTIM model.

3.   Which parts of the RPTIM model do you want to implement in your school or school system? Why?

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GROUP   STAGE

1	Readiness
2	Planning
3	Training
4	Implementation
5	Maintenance

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SECTION IV: ACTIVITY 13

TIME	PURPOSE	SETTING	MATERIALS
1 1/2 hours	• To examine transfer of learning • To develop processes to ensure transfer • To discuss how transfer will affect their practice	Whole Group Small Group	Notes—Transfer Chart paper Markers Masking tape Overhead projector Transp.—Visitation Report Transp.—Staff Development Activities Blank transparencies Transparency pens Chart stand Marker

Describe activity

Tell participants that they are going to examine an important element of any staff development for school improvement—transfer of learning from the training setting to the classroom.

Tell participants that you are going to summarize the main points about transfer based on the research of Bruce Joyce and his colleagues.

Then, working in small groups, they are going to develop an activity to ensure transfer from a staff development activity to the workplace.

Summarize

Notes—Transfer

Using *Notes—Transfer*, identify the importance of transfer and summarize the findings of Joyce, et al.

Do reflection activity

Chart paper

Markers

Masking tape

Ask participants to reflect individually on a time when they were learning a new skill. Ask them to jot down the optimal conditions that were necessary for them to learn to mastery.

Distribute chart paper, markers, and masking tape.

Ask groups to select a recorder/reporter.

After individuals have reflected and made notes, ask groups to share their notes and to compile a composite list of conditions on the chart paper provided. Ask each group to post their list when they have finished.

Process activity	After groups have posted their work, ask the reporter from each group to share their work.
	Circle the items on the posted lists that capture the need for activities to support the transfer of new knowledge and skills into the classroom.
	Stress that transfer is often overlooked when staff development programs are being designed and implemented.
Discuss transfer	Show *Transparency—Visitation Report*, and review the form.
Transparency—Visitation Report	Ask participants to reflect individually first and then to share in their groups how the Visitation Report supports the transfer of learning from the visitation to the classroom.
	Ask for volunteers to share their ideas with the whole group.
Describe activity	Using *Transparency—Staff Development Activities*, assign each group an activity.
Transparency—Staff Development Activities	Ask them to develop a process to ensure transfer of the knowledge and skills gained during the activity into the classroom.
Blank transparencies	Distribute blank transparencies and transparency pens.
Transparency pens	Ask each table to choose a recorder/reporter.
Process activity	After groups have completed developing their activity, ask the reporter from each group to share their work.
	Discuss any questions or concerns that arose during the activity.

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Facilitate transfer

Chart stand

Marker

After everyone has shared, ask the following question:

How will knowing about transfer of learning change staff development practices?

Ask participants to reflect individually a moment. Then ask volunteers to respond and record on a flip chart.

Explain that findings from research report that schools and systems generate many initiatives simultaneously but superficially. Many lightly supported initiatives give teachers and principals a feeling of being inundated by an impossible array of demands without learning anything they can use on the job. Teachers feel alienated and pushed around and unsure about what they are supposed to emphasize and how much initiative they are to take.

Research-based training designs include transfer or follow-up into the workplace, ensuring implementation and studying effects on students. Effective training designs shift away from trying to make major changes with minor attention to helping staff learn and integrate new content and teaching procedures into their active repertoires.

To learn it, they have to do it. To do it, they have to practice, get constructive feedback, and practice again.

Address questions, concerns, or observations

Ask participants for any questions, concerns, or observations that surfaced during this activity.

Section IV: Activity 13
Notes: Transfer

Adults do not automatically transfer learning from training to practice.

"The transfer of learning from training to actual use on the job must be planned for and facilitated. Inservice participants transfer learning from training to daily practice through systematic planning and a commitment to use what they have learned. Only through regular practice accompanied by coaching and feedback will inservice participants fully integrate new practices into their daily behavior."[3]

- Systematic implementation is one of the most neglected areas of planning for professional development.

- Educators assume that teachers and administrators will automatically transfer what they have learned onto their jobs.

- Teachers and administrators will not leave staff development and immediately implement their new knowledge and skills, especially if substantial changes to their current repertories are required.

- Unless organized follow-up experiences are provided after training, the educator is not totally prepared to use the skills, knowledge, and practices acquired during the training activities.

- What happens when educators do not receive follow-up? Teachers and administrators go back to their schools eager to try out what they learned. But they begin to run into problems as they begin trying to incorporate their learning into their daily activities. They become frustrated and gradually the problems become insurmountable. As a result, they go back to familiar ways of working.

- Teachers will not be able to walk into a classroom ready to use what they have learned in training. To do that, they need to realize that the new knowledge or skill will probably have to be adapted to fit their curriculum area, their teaching style, and the needs of their students.

- Skill development is essential in training. To develop adequacy with a skill, teachers require at least 15 to 20 demonstrations of the model being used with various kinds of learners and in several different content areas.

- A number of practice sessions are also necessary with peers and small groups of students.

- Finally, teachers need to develop "executive control"—an understanding of the appropriate content of the new knowledge or skill, how to adapt it to students with varying needs, and where it fits into their current repertoire.[4]

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[3]   Wood, Fred, et al. *How to Organize a School-Based Staff Development Program.* ASCD, Alexandria, VA, 1993, pp. 24, 34-36.

[4]   Joyce, Bruce, et al. *The Self-Renewing School.* ASCD, Alexandria, VA, 1993.

Section IV: Activity 13
Transparency: Visitation Report

Name:_____School:_____

Person Visited:_____Date:_____

---

1.   What was the purpose of the visit?

2.   In addition to the observation, what did you discuss with the person you visited?

3.   What was most helpful about the visit?

4.   What ideas to you plan to use from the visit, how, and when?

Ideas?	How use?	When use?

Please turn in Visitation Report and discuss with

_____Grade-level chair,   Date of Follow-up_____

_____Department chair,   Date of Follow-up_____

_____Assistant principal, or   Date of Follow-up_____

_____Principal.   Date of Follow-up_____

- Reading selected journal articles

- Observing another teacher

- Watching a videotaped lesson (own or colleague's)

- Interviewing another teacher about teaching strategies

- Co-teaching with another teacher

- Attending a workshop

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SECTION IV: ACTIVITY 14

TIME	PURPOSE	SETTING	MATERIALS
45 minutes	• To synthesize learning from Section IV	Small Group Whole Group	Chart paper Sets of colored markers Masking tape

Describe activity

Tell participants that they are going to participate in an activity to bring together all of the information they have gotten in Section IV about the design and delivery of staff development.

Give assignment

Chart paper

Sets of colored markers

masking tape

Distribute chart paper, sets of colored markers, and masking tape to existing groups. Ask each group to select a recorder/reporter.

Tell participants that they are to develop a graphic representation—a graphic organizer or a mind map—showing how the following concepts that they examined in Section IV fit together into a whole:

• national staff development standards,

• 3-I phases of staff development,

• 5 models of staff development,

• RPTIM, and

• transfer.

Ask each group to post their graphic when they have finished.

Process activity

After groups have posted their work, ask the reporter from each group to share their work.

Address questions, concerns, or observations

Ask participants for any questions, concerns, or observations that surfaced during this activity.

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Section V: How are professional development activities evaluated?

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SECTION V: ACTIVITY 15

TIME	PURPOSE	SETTING	MATERIALS

1 hour	• To discuss how staff activities are evaluated
	
	• To develop a form to evaluate
	
	  • participants' reactions
	
	  • participants' learning
	
	  • participants' use of knowledge and skills
	
	  • impact on student outcomes
		Whole Group
		Small Group
			Overhead projector
			Trainer Notes—Evaluation of Staff Development
			Transparency—Participants' Reactions
			Transparency—Participants' Learning
			Transparency—Participants' Use of Knowledge and Skills
			Handout—Impact on Student Learning
			Chart paper
			Markers
			Masking tape

Provide overview

Trainer Notes—Evaluation of Staff Development

Using *Trainer Notes—Evaluation of Staff Development*, review why staff development should be evaluated.

Discuss samples of evaluations

Transparency—Participants' Reactions

Transparency—Participants' Learning

Transparency—Participants' Use of Knowledge and Skills

Using the following transparencies, examine samples of the four types of staff development evaluations:

Participants' Reactions—Tell participants that this is the evaluation that they will use at the end of the skill packet. This is the most common type of evaluation for staff development activities.

Participants' Learning—Remind participants that this was the culminating activity that they did at the end of Section IV. By completing their graphic representation, they were able to show that they understood how all the parts of implementing staff development fit together.

Participants' Use of Knowledge and Skills—Tell participants that this is an example of an action plan developed for a low-performing school during 1997-98. The last column, "Evaluation Measures," contains ways to measure participants' use of new knowledge and skills. Tell participants that they will be developing an action plan in the next activity.

Discuss samples of evaluations (continued) Handout—Impact on Student Learning	**Impact on Student Learning**—Tell participants that this represents selections taken from the 1997-98 Report on the Results of the Writing EOG published by DPI. These two paragraphs spell out students' strengths and needs identified in the 1997-98 Writing Test.
Group participants	Ask participants to work in table groups.
Make assignment Chart paper Markers Masking Tape	Assign different table groups to develop a form to evaluate (1) participants' reactions, (2) participants' learning, (3) participants' use of knowledge and skills, or (4) impact on student outcomes. Pass out chart paper, markers, and masking tape. Ask table groups to post their work when they are finished.
Process activity	Ask a representative from each table group to share their evaluation with the whole group. Ask participants to share what they have learned about the evaluation of staff development and how these forms can be useful to them.
Address questions, concerns, or observations	Ask participants for any questions, concerns, or observations that surfaced during this activity.

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SECTION V: ACTIVITY 15
Trainer Notes: Evaluation of Staff Development

Reason for the evaluation of staff development:
- to inform the staff development process
- to determine the effects of the process
- Evaluation is an ongoing process.
- It is initiated in the earliest stages of the program planning and continues after program completion.

Evaluation information may include quantitative or qualitative approaches.

- The type data gathered should be determined by the nature of the data and goals of the program.
- Evaluation information should be drawn from multiple sources because it seeks to impact a wide range of outcomes and constituents.
- Formative evaluations provide information to those who are planning and providing staff development to monitor and improve the quality of activities.
- Summative evaluation involves comparing the situation after completion of the staff development activity.

Involvement in staff development
- All levels of the organization are affected by the program
- All levels should be included in the evaluation of staff development

Evaluation data includes:
- Participant outcomes
- Organizational outcomes
- Student outcomes

Student assessment considers:
- Research based instructional strategies which are designed to improve outcomes
- Organizational structures that may constrain the development of skills (tracking practices, poor quality instructional materials, limited classtime, etc.)
- Reliable indicators of progress in addressing the problem.

Evaluation outcomes

Evaluations are designed to assess a variety of program outcomes:
- Participants' reactions to the program
- Participants' learning
- Participants' use of new knowledge and skills
- Impact on student learning

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Participant's reactions to the program is the most widely used approach.

Participants' learning, use of new knowledge and skills, and impact on student outcomes are rarely used approaches.

Evaluating Program Outcomes

Three types of outcomes should be evaluated:

- Changes in participants
- Changes in the organization
- Changes in students

These outcomes are examined through summative evaluations since they involve making judgments about the impact of the activity.

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SECTION V: ACTIVITY 15

Transparency: Participants' Reactions

Title of Presentation:_____

Presenter(s):_____

Location:_____

Date:_____

Participant's Position:_____

School:_____

Part I

1. What was the most useful part of this session?

2. What did you learn from this session?

3. How will this help you in your position?

Part II

Please indicate your opinion of this session by checking the appropriate column according to the scale below:

   SA=Strongly Agree   A=Agree   D=Disagree   SD=Strongly Disagree

Statement	SA	A	D	SD
1. The purpose/objectives of the session were clear.				
2. The presentation increased my knowledge of the content.				
3. The presentation was organized effectively.				
4. Activities were appropriate to my needs.				
5. The presenter(s) encouraged and allowed time for questions.				
6. As an overall evaluation of this session, I consider it worthwhile.				

Part III   Additional Comments/Suggestions

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Assign task

Chart paper

Sets of colored markers

masking tape

Distribute chart paper, sets of colored markers, and masking tape to existing groups. Ask each group to select a recorder/reporter.

Tell participants that they are to develop a graphic representation—a graphic organizer or a mind map—showing how the following concepts that they examined in Section IV fit together into a whole:

- national staff development standards,

- 3-I phases of staff development,

- 5 models of staff development,

- RPTIM, and

- transfer.

Ask each group to post their graphic when they have finished.

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Example—Action Plan

Identified Areas of Need	Strategies	Person(s) Responsible	Time Line	Evaluation Measures
				Classroom Observation EOG Tests Teachers' Daily or Weekly Lesson Plans

Section V: Activity 15
Handout: Impact on Student Outcomes

1997-98 4th and 7th grade Writing EOG Test—Report of Results—DPI, Division of Accountability:

Assessment Observations at Grade 4:

"This year's scores increased slightly at grade 4. One weakness in students' essays that prevented them from moving into the top score points was the same seen last year. The structure of the essays dominated the content. In other words, students spent a portion of their essays explaining to the reader how they were gong to tell their stories, rather than actually telling them. The reader was cued throughout as to what the students were gong to say, leaving little time for the action of the story. The issue is two-fold: the structure became the content and there was very little actual narrative or action. Two other problems seen in grade 4 essays were the listing of details instead of actual elaboration and the failing to make elaboration relevant or linked to the action of the story. Whether a narrative is personal or imaginative, the student must be aware of the need for a beginning, middle, and end and then focus on the story by offering relevant supporting details. A narrative is action, and it must progress."

Assessment Observations at Grade 7:

"At grade 7, scores increased compared to student performance in 1996-97. Students did not appear to have problems responding to the prompt and were able to provide a visual overall description of a place. There appeared to be more focus on creating a scene than in the past when description was a part of the grade 6 assessment. However, one major problem observed in the essays was the failure to make the supporting details relevant to the main idea. This could be seen when students lost focus on descriptive writing and drifted into expository writing that did not describe a place.

Assessment Observations at Grade 7:

Some students used examples that were not closely linked to the main idea and some listed details without actually describing. While readers wee trained to pull the descriptive elaboration from expository writing and give credit for it, if the focus were expository (explaining why a student liked a place), often there was not enough descriptive elaboration to move essays into the top score points."

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Section VI: How can the new knowledge about professional development be applied to the local school?

1٥0

SECTION VI: ACTIVITY 16

TIME	PURPOSE	SETTING	MATERIALS
1 hour	• To determine how new knowledge about staff development can be applied to local schools	Whole Group Small Groups	Transparency/ Handout: Action Plan Blank transparencies Transparency pens

Review

Ask participants to review prior training. Have volunteers tell main points in Section I, II, III, IV, and V.

Tell participants that next they will plan how to apply this information in their schools.

Discuss action plan

Discuss format of action plan.

Transparency/ Handout: Action Plan

Make assignments

Ask table groups to shift through information learned in Sections I-V and choose strategies they want to implement in their schools.

Blank transparencies

Tell groups to choose one strategy and develop an action plan to show how they plan to initiate and implement that strategy.

Transparency pens

Distribute blank transparencies and transparency pens to record their work.

Process activity

Ask for a representative from each group to share their action plans.

Questions, Concerns, Observations

Answer any questions about the application of staff development evaluations in a local school setting. Ask for other observations or concerns.

Closure

Ask participants to share one way their thinking about staff development has changed as a result of this workshop.

Thank the participants for the hard work in this training and their commitment to the children of North Carolina.

Ask them to complete the evaluation in their packets and hand it in to you as they leave.

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Section VI: Activity 16
Transparency/Handout: Action Plan

Identified Areas of Need	Strategies	Person(s) Responsible	Time Line	Evaluation Measures

EVALUATION FORM

Title of Presentation:_____

Presenter(s):_____

Location: _____

Date: _____

Participant's Position: _____

School: _____

Part I

1. What was the most useful part of this session?

2. What did you learn from this session?

3. How will this help you in your position?

Part II

Please indicate your opinion of this session by checking the appropriate column according to the scale below:

SA=Strongly Agree   A=Agree   D=Disagree   SD=Strongly Disagree

Statement	SA	A	D	SD
1. The purpose/objectives of the session were clear.				
2. The presentation increased my knowledge of the content.				
3. The presentation was organized effectively.				
4. Activities were appropriate to my needs.				
5. The presenter(s) encouraged and allowed time for questions.				
6. As an overall evaluation of this session, I consider it worthwhile.				

Part III   Additional Comments/Suggestions

BIBLIOGRAPHY

Materials listed below are used in activities in this skill packet:

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